DIAGNOSTIC REVIEW REPORT

FOR

IROQUOIS HIGH SCHOOL

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Louisville, KY
40215

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KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2.0**

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Mission and Vision Statements • Principal's Presentation and Interview • Stakeholder Communication Documents • Surveys • Self-Assessment • Executive Summary • Stakeholder Involvement Diagnostic • Stakeholder Interviews • School Website	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• Mission and Vision Statements • Stakeholder Interviews • Survey Results • Classroom and School Observations • Principal's Presentation • Self-Assessment • Executive Summary • Climate/Culture Data on Behavior Attendance, Tardiness	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Stakeholder Interviews • Principal's Presentation • School Improvement Plans • School Report Card • Self-Assessment • Stakeholder Surveys • Classroom and School Observations • Stakeholder Communication Documents	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.2	**Provide opportunities for teachers and staff to develop a deeper understanding of the expectations, values, beliefs and school culture that is reflected in the school's formal statements of purpose and direction.**	Significant decreases in suspensions and absenteeism have occurred over the last year indicating an overall improvement in the school climate and culture. Classroom observations, however, reveal that not all teachers and students are committed to the school's shared values and beliefs about teaching and learning and, in particular, the commitment expressed in the statement "each classroom will be defined by rigorous instruction and proficient learning." In the majority of classrooms observed some students, maybe as few as two or three, had their heads down and appeared to be sleeping. In some instances, the teacher had difficulty establishing academic focus and starting learning activities at the beginning of class. The team also observed a small number of classes in which all students were highly engaged, interactions between teacher and students were of high quality, and instructional time was fiercely protected in general. In these classes, teachers demonstrated a deeper understanding of effective practice, including basic classroom management procedures, as well as commitment to the school's formal statements of mission, vision, values, beliefs, etc. Increasing teacher's depth of understanding about effective instructional practices and expectations will help ensure they are prepared to provide active, authentic student engagement, a focus on more rigorous expectations, higher order thinking skills, application of knowledge and skills, etc.

Indicator	Statement	Rationale
1.3	**Ensure that the improvement planning process focuses on improvement in student performance as well as the conditions that support learning such as school climate and culture.**	The continuous improvement process for improving student learning and the conditions that support learning has been implemented in some areas but not in others. Documentation exists that supports improvement in student learning conditions, e.g. behavior and attendance, but very little documentation was found linking the process to improved student achievement. Documentation presented shows the school realizes the need to utilize a comprehensive data-tracking system/process for student performance. Communication of specific assessment data such as ACT scores has occurred with most students. Little evidence was provided indicating that other performance measures, such as PLAN, have been communicated to all stakeholder groups.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	**2.2**

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	- Stakeholder Interviews - Stakeholder Surveys - Self-Assessment - Executive Summary - Review of Board of Education Policies - Staff Handbook - Classroom and School Observations - Student Performance Data - School Improvement Planning Documents - Master Schedule - Student Code of Conduct - Principal's Presentation and Interview	2
2.2	The governing body operates responsibly and functions effectively.	- Board of Education Policies - Self-Assessment - Executive Summary - Self-Assessment - Stakeholder Interviews - Principal's Presentation and Interview	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Principal's Presentation and Interview • Self-Assessment • Executive Summary • Stakeholder Surveys • Board of Education Policies • Stakeholder Interviews	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	• Stakeholder Surveys • Self-Assessment • Executive Summary • Stakeholder Interviews • Classroom and School Observations • Improvement Planning Documents • Stakeholders Communications Documents • School Website • PLC Documentation	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	• Classroom and School Observations • Stakeholder Surveys • Stakeholder Interviews • Principal Presentation and Interviews • Self-Assessment • Executive Summary • Student Performance Data	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	• Walkthrough Data • Classroom Observations • Stakeholder Surveys • Executive Summary • Self-Assessment • Student Performance Data • Stakeholder Interviews	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	**Establish an Advisory Council for the purpose of providing stakeholder feedback to the school administration regarding the development of policies, practices, improvement planning, and the conditions that support learning.**	In the formal presentation and interview the principal indicated that the Advisory Council was not functional. There was no evidence that the Advisory Council had met.
2.2	**Utilize resources and guidance from the Kentucky Department of Education to formulate guidelines for the operation of the Advisory Council.**	The Advisory Council does not currently exist.
2.4	**Develop practices, procedures and policies that will ensure all leaders and staff are collectively accountable for student learning and for fostering of conditions that support learning.**	Classroom observations, interviews and student survey data reveal widely varying and inconsistent application of effective instructional practices and teacher expectations. The extent to which students are held to high standards in all courses of study is limited. The existence of learning goals for classrooms, grade levels, teachers, departments, PLC's was not fully evident.
2.5	**Develop more effective procedures and processes to communicate with and meaningfully engage stakeholders, especially parents, in accomplishing school goals.**	Evidence has been presented to indicate that leaders' efforts have resulted in some improvement in stakeholder participation during the last year. However, the extent to which parents, and other stakeholders, are authentically engaged in the school is not evident. The school has an updated website, publishes a parent newsletter, and has increased participation in the "open house" and other parent activities. The extent to which parents are provided opportunities to shape decisions, offer feedback on school programs and services, work as collaborators on school improvement initiatives, or serve in leadership roles appears to be very limited.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	**1.8**

	Indicator	Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Principal Presentation • Staff Interviews • Student Performance Data • Stakeholder Surveys • Classroom Observations • District Curriculum Documents	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Review of Artifacts • Instructional Coach Interview • Rigorous Instruction and Proficiency Binder • Principal's Presentation • Review of PLC Documentation • Classroom Observations • Stakeholder Surveys • PLC Meeting Observations • Student Performance Data	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Classroom Observations • Stakeholder Surveys • School Walkthrough Data • Rigorous Instruction Proficient Learning Binder • Student Performance Data	1

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	- Principal's Presentation - Rigorous Instruction and Proficient Learning Binder - Staff Interviews - Classroom and School Observations - Stakeholder Surveys - Student Performance Data	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	- PLC Binders - Self-Assessment - Executive Summary - Stakeholder Surveys - School and Classroom Observations	3
3.6	Teachers implement the school's instructional process in support of student learning.	- Classroom Observations - Student Performance Data - Stakeholder Surveys - Staff Interviews - Rigorous Instruction and Proficient Learning Binder	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	• Staff interviews • Artifact Review • Walkthrough Data • Rigorous Instruction and Proficient Learning Binder • Classroom Observations	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	• Stakeholder Interviews • Stakeholder Communications • Teacher Contact Logs • Principal's Presentation • Stakeholder Surveys • Classroom and School Observations	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	• Principal's Presentation • Staff Interviews • Stakeholder Surveys • Curriculum Documents • Walkthrough Data • Artifact Review	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	• Staff Interviews • Stakeholder Surveys • Curriculum Pacing Guides • PLC Meeting Documents • Board of Education Policies	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	• Staff Interviews • Rigorous Instruction and Proficient Learning Binders • Professional Learning Plan • Walkthrough Data • School Report Card • Stakeholder Surveys	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	• Staff Interviews • School and Classroom Observations • Rigorous Instruction and Proficient Learning Binder	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.1	**Develop strategies that will ensure common courses have like expectations and that differentiation or individualization of instruction is consistently provided to students who are not meeting learning expectations.**	A district framework is in place for the school to provide equitable and challenging learning opportunities for student to develop learning and thinking skills that will prepare them for the next level and ultimately college and careers. Classroom observations and other data suggest that instructional strategies and intervention systems are not adequate to ensure all students are provided access to the curriculum.
3.2	**Refine processes used by vertical and horizontal curriculum teams to ensure that curriculum and instruction are effectively monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.**	Documents, artifacts, school interviews reveal the school has established vertical and horizontal curriculum teams to engage in ongoing alignment of the curriculum focused on improved student performance. The degree to which these teams have developed effective processes for adjusting instruction, curriculum and assessment practices is not fully evident based on classroom observations, student survey data, and student performance data.

Indicator	Statement	Rationale
3.8	**Expand opportunities for families to meaningfully engage in their children's educational process such as the family literacy night program offered earlier this year. Examine opportunities for families to have multiple ways of staying informed of their children's learning progress.**	Interviews and review of documents and artifacts reveal that the school is attempting to draw more parents into the school to build understanding and support for the school programs. The success of the family literacy night conducted earlier this year signals an opportunity for further parent-school interaction and engagement in support of the school's purpose and direction for improvement.
3.10	**Examine the effectiveness of grading and reporting practices to ensure that students' academic grades are based on content knowledge and skills and that grading practices are consistently implemented across grade levels and courses.**	Documents, artifacts and interviews reveal that most staff members are following common grading and reporting policies established by the board of education. The extent to which process grades, such as "effort" or "completion" of an assignment are used in the calculation of grades is not evident. Nor is it evident that grading policies and practices are monitored or formally and regularly evaluated.
3.11	**Ensure that professional learning experiences are linked to school needs that are identified through student performance, walkthrough, and stakeholder survey data.**	The degree to which data is used to show evidence of effectiveness of professional learning, (e.g., walkthrough data, teacher evaluation, other monitoring procedures, student achievement data), is not apparent. Professional development is provided to staff in a variety of ways including optional PD delivered through "More on Monday" as well as regular faculty meetings and other days set aside by the school system specifically for professional learning. The extent to which the school uses data to identify school or teacher professional learning needs, e.g., classroom management, questioning, instructional rigor, etc., is also unclear. How walkthrough data is used, or if it is used, to drive professional development offerings is not apparent.
3.12	**Engage in an examination of the effectiveness of learning support services provided or coordinated by the school to meet the unique learning needs of students. Use the information gathered from this review to align and improve learning support services in support of the school's purpose and direction.**	Even though the unique learning needs of special populations are identified and supported through district-provided resources, classroom observations, interviews, documents and artifacts do not suggest that all student at all levels of proficiency are being adequately supported. According to surveys, 48.71% of students responded that they agree/strongly agree with the statement "My school provides learning services for me according to my needs."

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	**2.3**

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	• Evidence of High Teacher Turnover Rate and unfilled Vacancies • Staff Interviews • Artifact Review • Principal's Presentation and Interview	2

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	• Executive Summary • Self-Assessment • School and Classroom Observations • School Improvement Documents • Principal's Presentation and Interview • Staff Interviews	2
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Self-Assessment • Classroom and School Observations • Stakeholder Surveys • Citizenship Committee Binder	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	• Classroom and School Observations • School Technology Coordinator Interview • Self-Assessment • Stakeholder Surveys • School Technology Plan	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	• Classroom and School Observations • School Technology Coordinator Interview • Staff Interviews	3

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	• Self-Assessment • Executive Summary • Classroom and School Observations • Staff Interviews • Principal's Presentation • Stakeholder Surveys	3
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Staff Interviews • Classroom and School Observations • Self-Assessment • Stakeholder Surveys	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	**Ensure that instructional time is fiercely protected by all school personnel.**	Classroom observations revealed that not all staff teach from "bell to bell" and that instructional time is lost before and after class change times. School walkthrough data does not monitor protection of instructional time. No public address system announcements interrupted instructional time during the on-site review. However, some teachers began instruction well after class time had begun and some ended instruction well before the conclusion of the instructional period.
4.3	**Implement and monitor processes that will ensure the school environment is safe, clean and healthy for all students and staff.**	The school recently implemented the START program to address student classroom behavior issues. Some teacher feedback data was provided on the START program, but the extent to which the program is being implemented with fidelity across the school is not fully evident. 39.77% of students surveyed responded that they agree/strongly agree with the statement "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

Indicator	Statement	Rationale
4.7	**Develop strategies, including the creation of improvement plans to monitor the effectiveness of student support services.**	The school provides support services in many areas including counseling, assessment, referral, educational and career planning, Youth Service Center, among others. The extent to which these programs are evaluated for their effectiveness in meeting the needs of students and the school is not fully evident

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	**2.0**

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	- Self-Assessment 30/60/90 Plans - Executive Summary - Staff Interviews - Principal's Presentation - PLC Notebooks - Classroom Observations	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	- Self-Assessment 30/60/90 Plans - Executive Summary - Staff interviews - Principal's Presentation - PLC Notebooks - Classroom Observations	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	- Self-Assessment 30/60/90 Plans - Executive Summary - Staff Interviews	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	- Self-Assessment 30/60/90 Plans - Executive Summary - Staff Interviews - Student Interviews - PLC Notebooks - Classroom Observations	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	• Self-Assessment • 30/60/90 Plans • Executive Summary • Staff Interviews • Student Interviews • PLC Meetings • Stakeholder Communications • Stakeholder Surveys	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.2	**Ensure that student assessment data is utilized to evaluate the effectiveness of classroom instruction.**	The focus teams are collecting data in many different cognitive and non-cognitive areas. The results from this cognitive assessment data should be used to monitor teaching and learning. Consider further refining monitoring tools, such as a walkthrough instrument, that specifically monitors differentiated instruction, variation of instructional strategies that foster student engagement in meaningful learning activities that lead to the mastery of standards.
5.3	**Ensure that professional and support staff are trained in the evaluation, interpretation, and use of data.**	The degree to which the school is providing training for teachers, administrators and pertinent support staff in analyzing, interpreting and using the abundant amount of data that is available in the school is limited.

Indicator	Statement	Rationale
5.4	**Refine existing process to ensure that teachers consistently use results from assessments and other data to design and deliver rigorous and engaging instruction that ensures that students are ready for success at the next level.**	Improvement in student performance and preparedness for the next level depends to a large extent on the degree to which teachers consistently design and implement learning activities that result in student mastery of standards. Results of planning efforts indicate mixed levels of success and compelling need to re-examine the effectiveness of the planning process including the degree to which the process is being implemented consistently. 52.29% of students responded that they agree/strongly agree with the statement "My school provides me with challenging curriculum and learning experiences." 51.28% of students responded that they agree/strongly agree with the statement "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on Monday, January 7, 2013 to begin a preliminary examination of the Iroquois High School Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 1013 and concluded their work on Wednesday, January 16, 2013.

Iroquois High School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	11
Advisory Council Members	2
Teachers and Support Personnel	44
Parents and Community Members	2
Students	46
Area Assistant Superintendent	1
TOTAL	106

The Diagnostic Review team also conducted classroom observations in 76 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

Over the last 18 months, Iroquois High School has taken steps to improve the climate, culture and organizational effectiveness of the school through (1) the creation and development of functional Professional Learning Communities in assessed academic departments; (2) review and revision of its formal statement of purpose and direction for improving student performance; (3) creation of an Instructional Leadership Team, consisting of administrators and instructional coaches, which meets regularly and often to plan and discuss operational issues; (4) revision of improvement initiatives following the release of 2012 state assessment results; (5) reduction of student time spent out of class due to suspensions; (6) an increase in the average daily attendance rate; (7) creation of school Focus Teams, composed of school leaders and teachers, who are charged with addressing improvement in three areas: Citizenship, College and Career Readiness, and Rigorous Instruction & Proficient Learning; (8) development of a student advisory period which meets weekly; and, (9) implemented the district developed START student discipline program.

Observations and survey data from parents, teachers and staff suggest that these initiatives have improved the climate and culture of the school over previous years. Classroom and school observations revealed an orderly school in which students were generally compliant to teacher and staff instructions and behavior expectations. Evidence suggests that the improvement of conditions that support learning has been the focus of school leadership and that these efforts have been effective in establishing a school climate where learning can occur. The Diagnostic Review Team commends the faculty and administration for their efforts in improving the climate for learning and the creation of frameworks that foster collaboration among the professional staff.

The degree to which improvement planning initiatives have resulted in improved academic performance is limited. School leaders recognize the need to build capacity among the faculty to deliver a rigorous and aligned curriculum through assessment and instructional strategies that are highly engaging and offer opportunities for students to learn in variety of ways that will ensure student mastery. The contents of this report including the Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school's efforts, but as "blueprint" for further improvement in student performance and school effectiveness to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction

- The school has engaged in reviewing and revising its formal statements of purpose and direction in the last 12 months. The extent to which the review and revision process included broad stakeholder involvement from parents or students, is very limited. The statements of purpose and direction as well as values and beliefs about teaching and learning and improvement goals that have been established by school leadership have not been consistently well communicated to stakeholders based on interviews and observations. Clearly, additional efforts are needed to build a greater sense of commitment and ownership for the school's purpose, direction, values, beliefs as well as a greater sense of shared responsibility for the success of the school.
- School leaders have implemented a school improvement process for improving student learning and the conditions that support learning. The extent to which the process is well documented, systematic, consistently implemented, effectively communicated and engages stakeholders, especially parents, in collaborative and meaningful ways is not evident.

Standard 2 – Governance and Leadership

- The school is governed by the Jefferson County Board of Education and the School Based Decision-Making Council, whose authority has been suspended. A functioning School Advisory Council that includes teachers and parents has not been established to advise the administrators on the development and implementation of policies, procedures, improvement planning, etc.
- Classroom observations and other documentation including survey data suggest that leaders and staff do not expect all students to be held to high standards in all courses of study. Only 57.32% of students responded that they agree/strongly agree with the statement "In my school, the principal and teachers have high expectations for me." The absence of high expectations was also apparent in many classroom observatoins.
- The allocation of time and resources to support professional learning communities has contributed to a culture characterized by collaboration and a sense of community among teachers.
- The degree to which supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning appear to be very limited.

Standard 3 – Teaching and Assessing for Learning

Standard 3 – Teaching and Assessing for Learning

- Many resources and structures are in place to support the equitable delivery of a challenging curriculum through instructional and assessment practices that guide teacher effectiveness and ensure student learning. These include on-line curriculum resources as well as the CASCADE interim assessment system created to monitor curriculum effectiveness both of which are provided by the school district. The existence of professional development resources, although limited, to support ongoing improvement in teacher and organizational effectiveness are in evidence. Instructional coaching positions are available at the school to support teachers in planning and delivery of effective lessons. Horizontal and vertical curriculum teams have been established at the school to ensure alignment across grade levels in the academic areas. The school has begun to establish a more collaborative culture through the creation and support of professional learning communities in assessed academic departments. In addition, the Focus Group framework engages the faculty in ongoing improvement discussions and activities targeting improvement priorities or "big rocks." Finally, the school has successfully endeavored to create an improved climate for learning by reducing suspensions, increasing attendance, and implementing the START program to respond to student misconduct.

- The Diagnostic Review/Leadership Assessment Team did not detect the existence of a highly functional system for supervision, evaluation and monitoring of these structures and resources to ensure alignment and effectiveness in support of all students benefiting from a challenging curriculum and engaging learning experiences.

- Classroom observations and other documentation indicate that teachers rely very heavily on whole group instruction that is teacher-centered and supported with printed materials, i.e., lecture and handouts. Classroom observations reveal that the use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills are infrequent. Teachers seldom personalize instructional strategies or provide differentiated instruction. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content with other disciplines, or use technologies as instructional resources and learning tools.

- Much evidence has been presented to indicate the existence of functional professional learning communities that are engaged in ongoing conversations about instructional planning and student performance. The extent to which the professional learning communities are playing a crucial role in the improvement of professional practice in the school is not clear.

- The existence of a school-wide instructional process that clearly informs students of learning expectations and standards of performance and that is consistently implemented in all classes is not evident.

- The degree to which grading policies and practices have been examined and aligned to ensure consistency in reporting the attainment of content knowledge and skills across grade levels and courses is not completely clear.

- The existence of a student advisory program provides a framework for the school to ensure that all students are well known by at least one adult.

Standard 4 – Resources and Support Systems

- School and classroom observations and other data reveal that the school is adequately resourced to accomplish student performance and organizational goals. Facilities and equipment appear to be well maintained and clean. While the size of classes varied greatly, some being as small at 10 or less and others being 25-30 students, there was clear indication that staff were sufficient in number to support the school's purpose and direction. Of particular concern to the team was the existence of one or two teacher vacancies that have remained vacant for most of the school year. The team was also concerned about the high teacher turnover rate, although that may have been reduced somewhat this year since there are only nine new teachers this year.

- Material and fiscal resources also appear to be adequate to support the purpose and direction of the school. However, classroom and school observations revealed that instructional time is not always fiercely protected by teachers as students were not required to engage in learning activities from "bell to bell" in many instances.

- Observations and interviews indicate that the maintenance of facilities and equipment is certainly adequate, and the school appears to be safe, healthy and orderly. Some stakeholders suggest the maintenance of a safe, clean and healthy climate for learning is not entirely adequate. For example, fewer than half the students, or 39.77%, responded in surveys that they agreed/strongly agreed with the statement "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

- Students and staff have access to a range of media and information resources through the library, computer labs, and mobile computer labs. However the availability of qualified personnel to assist and support in learning about the technology tools and resources appears to be limited.

- The school does provide support services to meet the physical, social and emotional needs of students. Measures of student services program effectiveness are not in place, however.

Standard 5 – Using Results for Continuous Improvement

- Components of a comprehensive student assessment system are in place such as the CASCADE interim assessment system and Infinite Campus. These systems are utilized to some degree to measure student learning and school effectiveness. Other school developed assessments of student learning are also employed to track student progress. School leaders are aware of the need for further refinement of an internal student assessment system that will provide consistent and reliable results to guide improvement planning and monitor progress.

- Processes and procedures for collecting, analyzing and applying learning from data sources exist but may not always be effective in evaluating improvement planning initiatives or accurately monitoring student performance or classroom effectiveness. Results indicate mixed levels of improvement. The degree to which school personnel use these results to design, implement and evaluate the effectiveness of improvement initiatives is not fully evident.

- School leaders monitor information about student learning and the conditions that support learning. The degree to which comprehensive information about student learning is effectively communicated to stakeholders is not fully evident.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review/Leadership Assessment team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 76 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

The existence of a well-managed learning environment was in evidence, (mean rating = 2.4), throughout nearly all classroom and school observations. In general, the team found students across the school to be orderly in public areas during transition times as well as in classrooms. Some student "off task" behavior was observed in some classrooms which appeared to be a function of the teacher's low or unclear expectations for behavior or engagement. Two components of the well-managed learning environment received ratings of 2.7: F1."Speaks and interacts respectfully with teachers and peers," and F2 "Follows classroom rules and works well with others." Similarly, the existence of an active learning environment was also in evidence, (mean rating = 2.4). The team generally observed students following teacher directions to engage in learning activities which were primarily listening and watching the teacher. The ratings may reflect students' willingness to comply with teachers' instructions as well as the fact that most classroom activities were lecture in which students had the opportunity to engage in discussion with the teacher.

The use of technology for deepening teaching and learning, ELEOT results (mean rating = 1.4) indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

Two other components with the lowest ELEOT results focused on creating (1) an equitable learning environment (mean rating = 2.0) and (2) a progress monitoring and feedback environment, (mean rating = 1.9), in which, for example, students are asked about their individual progress, respond to teacher feedback to improve their understanding or demonstrate their understanding of content. Associated with an equitable learning environment would be the existence of differentiated learning opportunities and activities.

The school may also want to give careful consideration to the rating for the high expectations learning environment, (mean rating = 2.1). There was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, or were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Most observations revealed that instruction was whole group, teacher-centered lecture supported with print materials.

Improvement Priorities

Indicator	Statement	Rationale
1.1	**Implement and document a formalized process for review, revise, and communication to all stakeholders of the school's purpose (mission) and direction (vision) on a regular schedule. Ensure that the process includes participation by representatives from all stakeholder groups including parents and staff. Consider inviting students to participate in the process, Also consider randomly selecting stakeholders to be involved in this process.**	Although both mission and vision statements exist, no documentation was provided that describes a formal process for the regular review and revision of these guiding documents. The degree to which parents or other stakeholders are involved in previous review and revision process is limited. Student surveys, classroom observations and other data indicate that the purpose, direction and expectations established in these formal documents have not been well communicated to all stakeholders.
2.1	**Engage parents and teachers in the creation of a functional Advisory Council to build ownership and commitment to the goals, purpose and direction of the school. Develop procedures for the Advisory Council to advise the school administration on policies and practices that will help ensure effective instruction and assessment procedures that produce equitable and challenging learning experiences for all students.**	The School Based Decision Making (SBDM) Council's authority was suspended in 2011 with the expectation that an Advisory Council would be formed in its place to ensure stakeholders had an opportunity to advise the principal and administration on practices and policies in the school. Interviews and other documentation did not reveal the existence of a functioning advisory council that engages parents. Iroquois High Schools is also governed by the Jefferson County Board of Education which has established various policies and supports practices that foster effective administration of the school and district.
2.6/3.4	**Redesign supervision, evaluation and monitoring processes to align with the school's stated purpose and direction and to ensure improved professional practice, consistently high quality instruction in all classes, and improved levels of student success.**	Student survey results, classroom observations, and student performance data strongly suggest the need for more effective internal quality assurance, monitoring, supervision and evaluation procedures. Walkthrough data is collected and analyzed, however, a coherent process for using and communicating this data to guide the work of the PLC's or inform professional development offerings is not fully evident.

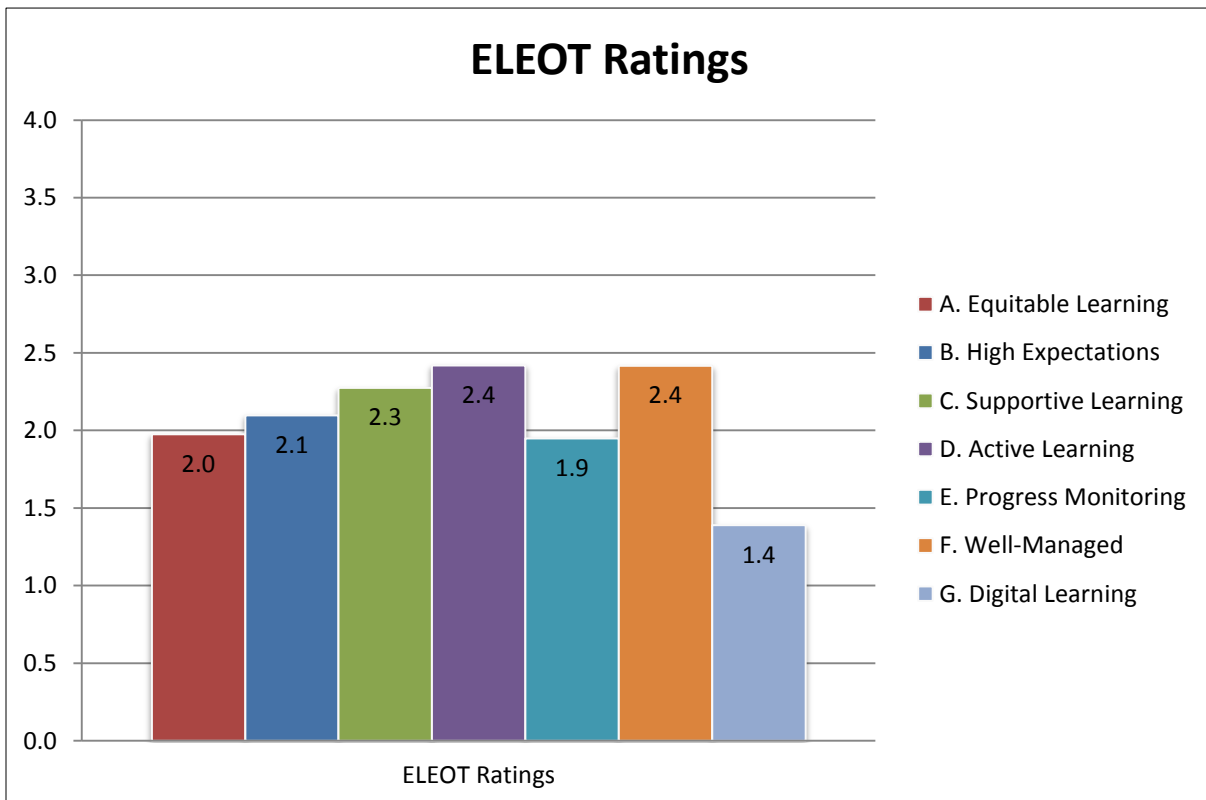| Indicator	Statement	Rationale
3.3	**Develop new approaches to help teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.**	Classroom observations reveal that instructional strategies that require students to collaborate, engage in self-reflection and development of critical thinking skills are very seldom used. Observations did not reveal that teachers personalize instruction and interventions to address individual learning needs. Nor did the observations reveal widespread instruction that required students to apply knowledge and skills, integrate content and skills from other disciplines or use technologies as instructional resources and learning tools.
3.6	**Develop a school instructional process that can be consistently implemented in all classes to clearly inform students of learning expectations and/or standards of performance. Ensure that students are provided exemplars of high quality work and that multiple measures, including formative assessments, are provided to inform ongoing modification of instruction and provide data for possible curriculum revision. Further ensure that students are provided specific and immediate feedback about their learning.**	Classroom observations did not reveal the existence of an instructional process that informed students of learning expectations and etc. 54% of students responded that they agreed/strongly agreed with the statement "All of my teachers explain their expectations for learning and behavior so I can be successful." 55% of students agreed/strongly agreed with the statement "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."
3.7	**Further shape the collaborative culture of the school to include mentoring, coaching and induction opportunities for all school personnel. Ensure that these programs align with the school's values and beliefs about teaching and learning and the formal statements of purpose and direction.**	Interviews and review of documentation revealed that few or no school personnel are engaged in mentoring, coaching or induction programs other than those required by Kentucky Teacher Internship program for first year teachers.
3.9	**Develop the effectiveness of the student Advisory Program to ensure that all students are "well known" by at least on adult who serves as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.**	The school provides time for an Advisory Program and supports the implementation through curriculum documents as well as some monitoring. 48.8% of students responded that they agree/strongly agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

Indicator	Statement	Rationale
4.1	**In collaboration with district and Kentucky Department of Education leaders, engage in periodic formal reviews of the alignment of personnel and resources deployed in the school to improve achievement and learning conditions. Use the process to evaluate the degree to which resources, personnel and services are effectively targeting school and student needs including the staffing of each classroom with certified/qualified teachers and the reduction of teacher turnover rate.**	The principal reports that he is unable to fill two vacancies with qualified teachers, and that teacher turnover is an ongoing concern. Some reduction in teacher turnover has occurred in the last year. Other than the Diagnostic Review/Leadership Assessment process, there is not a time that school, system and state department of education leaders come together to evaluate the impact that personnel and resources dedicated to Iroquois High School are having on student achievement and improvement in conditions that support teaching and learning.
5.1	**Refine existing processes to ensure that the data from the comprehensive student assessment system are being used to evaluate the effectiveness of classroom instruction and guide its improvement.**	The degree to which ongoing data sources guide teachers and school leaders in identifying and utilizing multiple instructional strategies, including differentiation techniques, and the use of other highly effective learning activities that more authentically engage students in their learning is very limited. The results from the student assessment data should be used to intentionally monitor effectiveness of the delivery of the aligned rigorous curriculum.
5.5	**Further develop strategies to more effectively communicate comprehensive information about student learning to all stakeholders.**	There is limited evidence that the school has developed a systematic process for communicating to all stakeholder groups the results of student learning. Interviews with students indicate that they are unaware of the latest school-wide results from the Unbridled Learning Assessment and Accountability System. Many students indicated that they have not received the results from their End-of-Course or PLAN assessments and were unaware of the improvements needed to meet those benchmarks.

Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations

ELEOT Ratings

- A. Equitable Learning — 2.0
- B. High Expectations — 2.1
- C. Supportive Learning — 2.3
- D. Active Learning — 2.4
- E. Progress Monitoring — 1.9
- F. Well-Managed — 2.4
- G. Digital Learning — 1.4

Percentages of stakeholder groups
that completed the surveys

Stakeholder Surveys

Total number of
surveys received

1013

Staff, 12%

Parent, 26%

Student, 62%

- Staff
- Parent
- Student
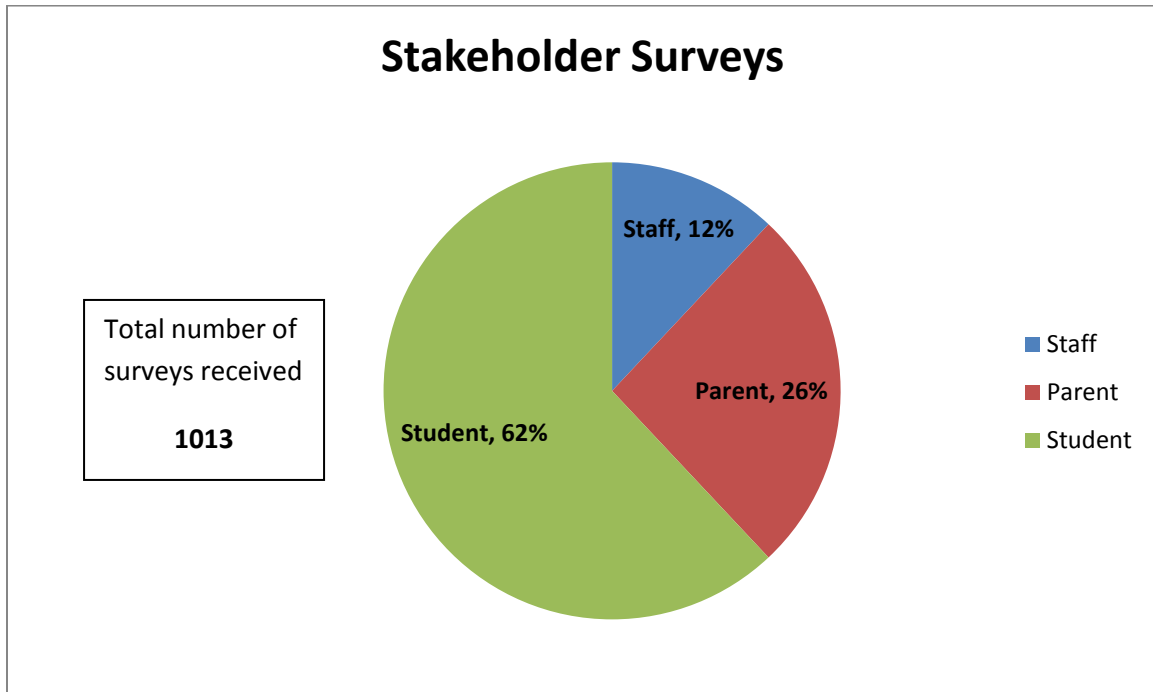
Self-Assessment performance level ratings

Indicator Assessment Report

Indicator	School Rating	Review Team Rating
1.1	3	2
1.2	3	2
1.3	3	2
2.1	2	2
2.2	2	2
2.3	2	3
2.4	3	2
2.5	2	2
2.6	3	2
3.1	3	2
3.2	3	2
3.3	2	1
3.4	3	1
3.5	3	3
3.6	2	1
3.7	2	1
3.8	3	2
3.9	3	2
3.10	3	2
3.11	2	2
3.12	2	2
4.1	2	2
4.2	3	2
4.3	2	2
4.4	3	2
4.5	2	3
4.6	3	3
4.7	3	2
5.1	2	2
5.2	3	2
5.3	2	2
5.4	2	2
5.5	3	2

Percentage of Standards identified as
Improvement Priorities

Improvement Priority Report

- Purpose & Direction
- Governance & Leadership
- Teaching & Assessing
- Resources & Support
- Continuous Improvement
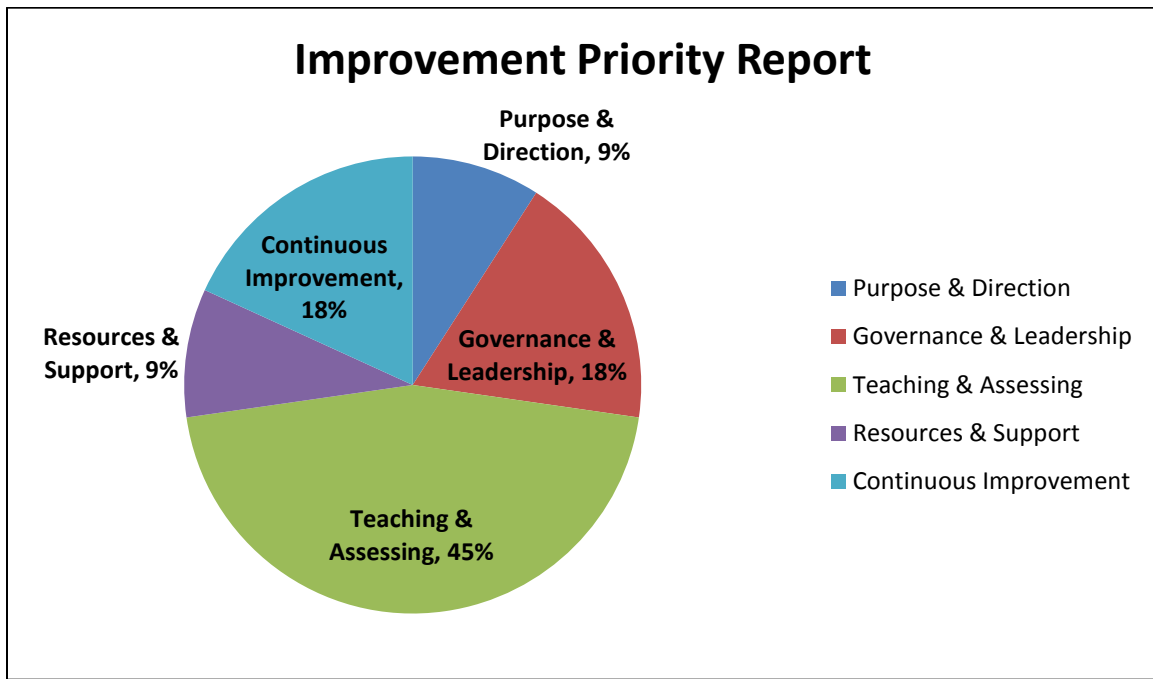
Average ratings for each
Standard and its Indicators
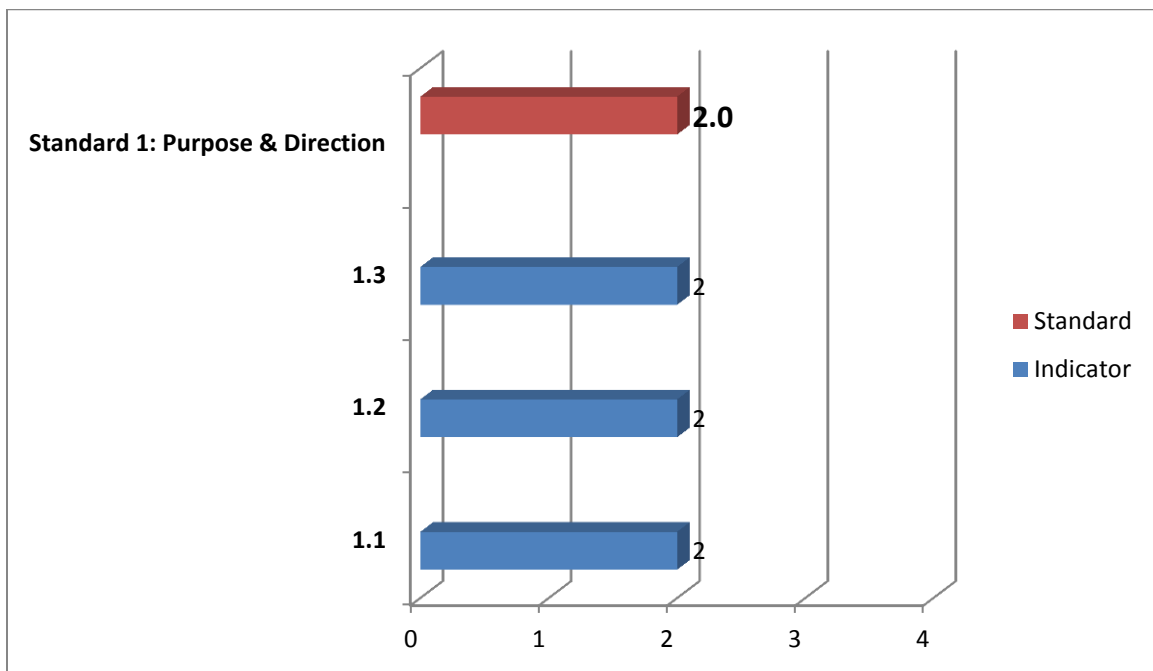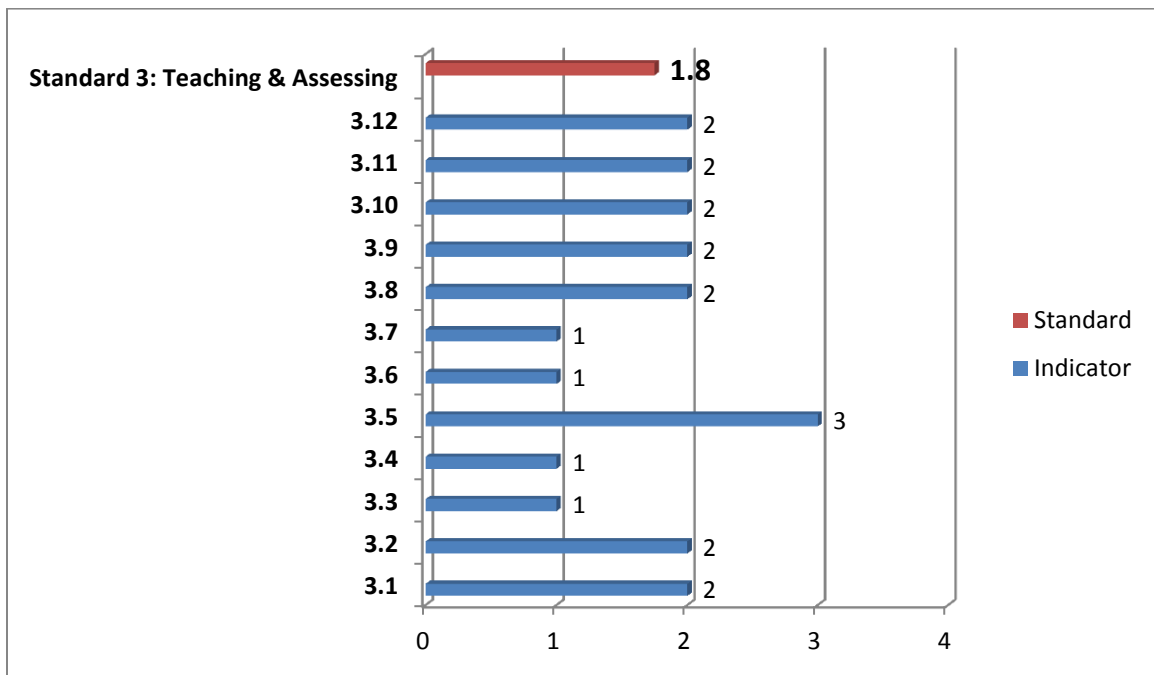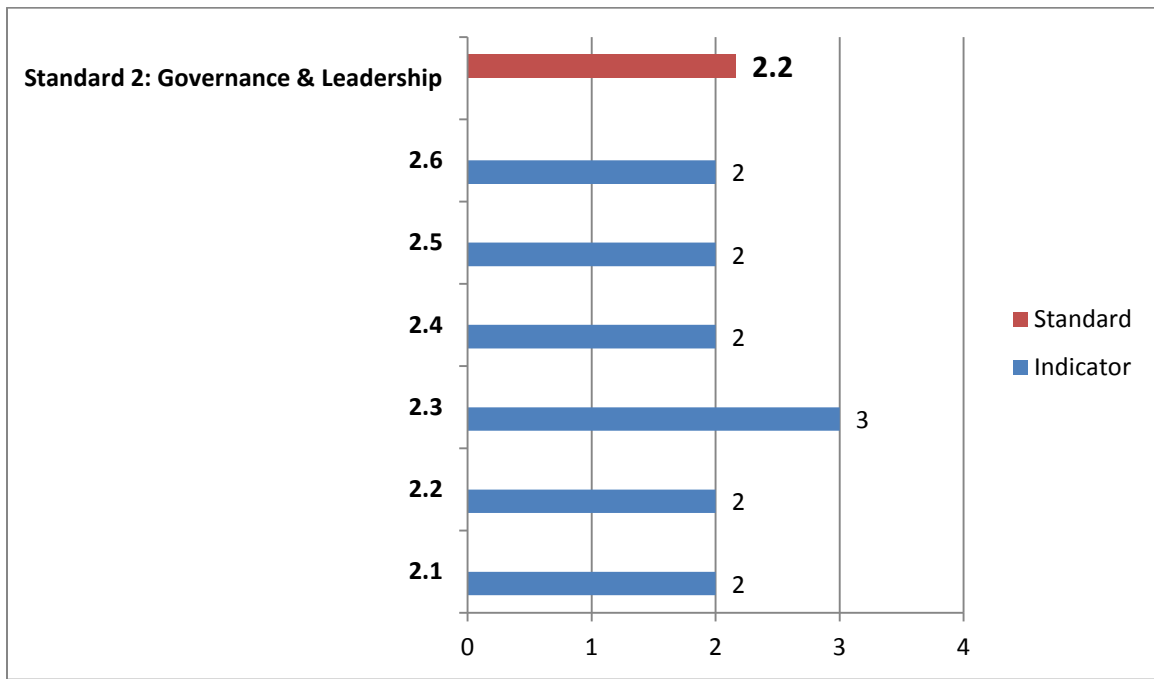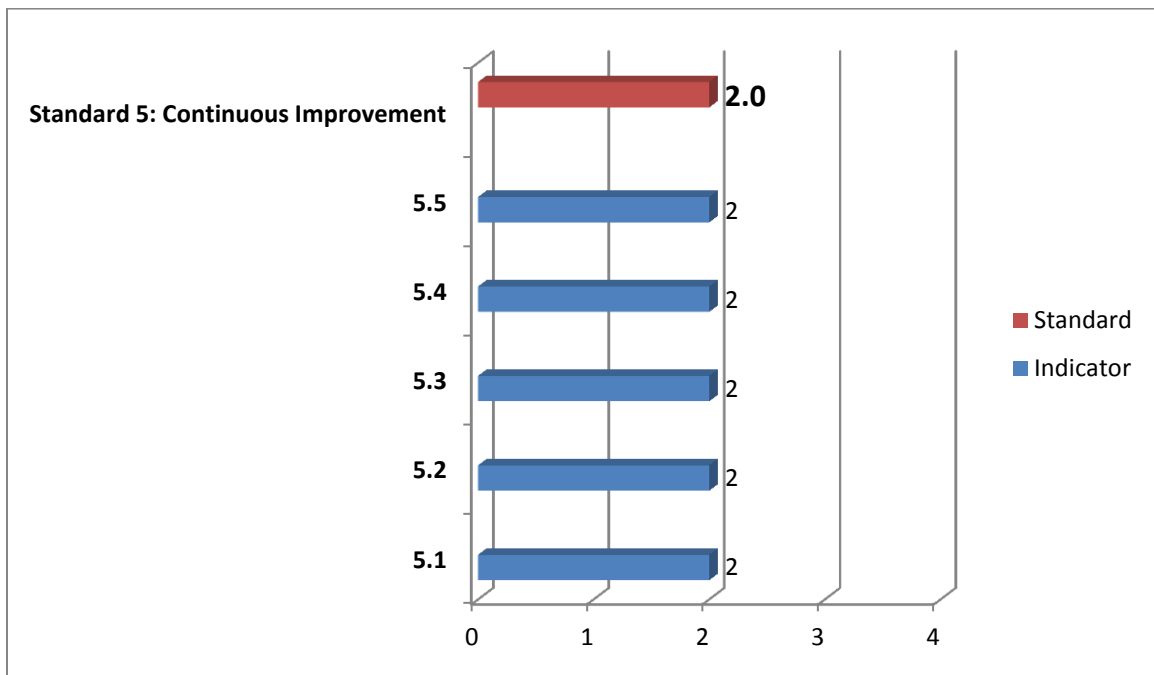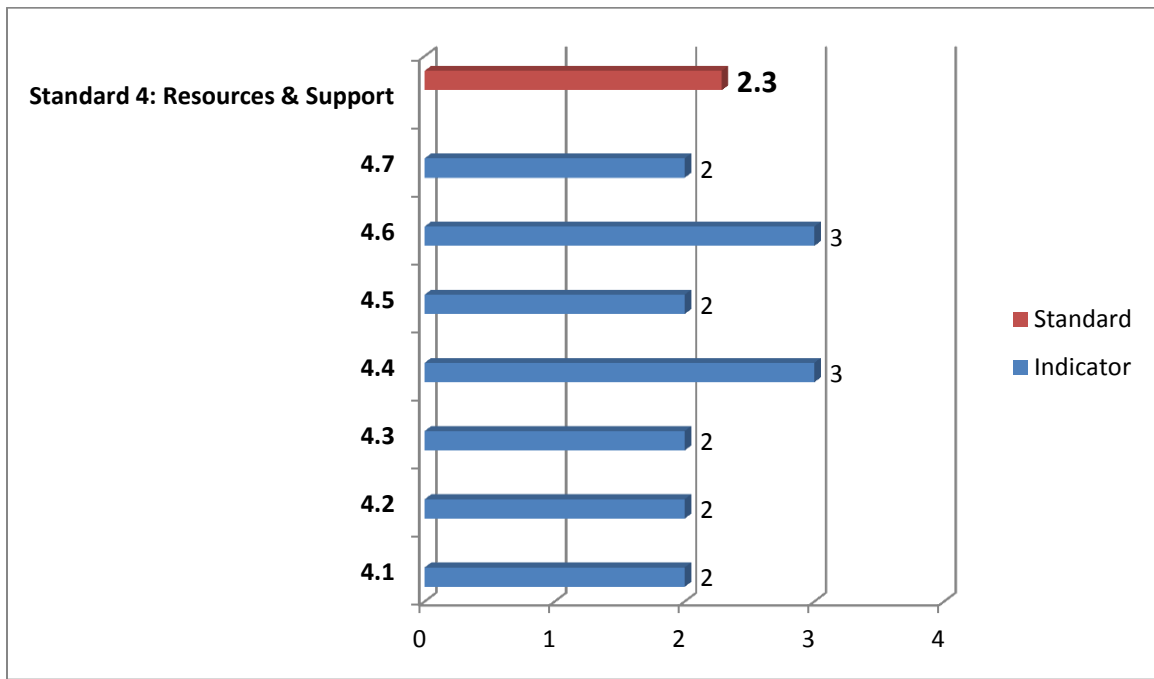
2013 Leadership Assessment/Diagnostic Review Addendum

Iroquois High School 2011 Leadership Assessment Report
Identified Deficiencies

Deficiency 1:
The principal, school council and all stakeholder groups do not work collaboratively in making decisions that impact student learning.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Principal and staff interviews Self-Assessment and other documents Stakeholder surveys Review of artifacts	
Statement: The principal has shaped a more collaborative culture in the school through the creation of vertical and horizontal professional learning communities in math, English, science and social studies. Effective structures have been provided to ensure that PLC's are operational and that teachers in these academic disciplines are engaged in conversations about effective practice and student performance. The principal has also established a school instructional leadership team that engages in decision making about school practices and programs regularly. The degree to which the principal has engaged parents in conversations about school improvement or attempted to build support and understanding for school programs and initiatives is, however, limited.	

Deficiency 2:
The principal does not hold school council members and teachers accountable for the success of all students and school improvement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Staff and principal interviews Stakeholder surveys Review of artifacts and documentation Review of walkthrough data Student performance data	
Statement: The principal and members of the administrative staff are examining state assessment data, conducing walkthroughs, monitoring the work of professional learning	

communities and collecting student interim student performance data. While these practices have contributed to improvement in school climate, there is no evidence that they have resulted in improved student performance or professional practice.

Deficiency 3:

The principal has not ensured all teachers have delivered a consistent fully aligned curriculum using effective and differentiated instructional and assessment strategies to meet the learning needs of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Principal and staff interviews
Classroom observations
Stakeholder survey data
Review of documentation and artifacts

Statement:
The school system has defined the curriculum through on line documents, units, pacing guides and other supports. The school has provided a framework for professional collaboration and planning of teachers in like courses in math, English, science and social studies. Classroom observations, however, indicate that the curriculum is not being delivered through effective and differentiated instructional and assessment strategies that will ensure high levels of student achievement.

Deficiency 4:

The principal does not effectively monitor programs and procedures to enhance student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Student performance data
Principal and staff interviews
Survey data
Review of artifacts and documentation
Classroom and school observations

Rationale : (required)
Clear evidence has been provided to indicate that the principal is monitoring attendance, tardiness, suspensions, work of the professional learning communities, and student advisory program activities. A coherent system for monitoring the effectiveness of instructional practice and the delivery of an equitable and challenging curriculum across all areas of the school is not evident.

Deficiency 5:

The principal and school council do not work as a corporate body to intentionally and consistently focus on developing a culture of high behavioral and academic expectations.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Principal, staff and parent interviews
Stakeholder survey data
Student performance data
School and classroom observations
Review of artifacts and documents

Statement:
The principal has indicated that the school advisory council is not functioning, and that he is unclear about any expectations that exist for him to establish one. Evidence suggests that a culture of high expectations for student behavior and academic performance has not been established.

Deficiency 6:

The principal has not fostered a culture and climate that is conducive for instruction and closing the achievement gap of targeted populations.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Principal and staff interviews
School and classroom observations
Survey data
Review of documents and artifacts

Statement:
Improvement in the climate and culture as reflected in improved attendance and punctuality as well as a reduction in behavior referrals and suspensions is in evidence. It is apparent that the principal is responsible for improving conditions that support learning in the school. However, improvement in student performance, including the performance of all gap groups, is not evident.

Diagnostic Review Team Schedule

Iroquois High School Diagnostic Review Schedule

SUNDAY January 13th

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY January 14th

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have	Library Conference Room can be designated for team use during the three day on-site review	

Time	Event	Where	Who
	improved?		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview		Diagnostic Review Team Members
10:15– 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
12:00	Algebra 2 PLC meeting	Room 129B	
1:15	Focus Team Leadership PLC for RIPL & CCR	Principal's Conference Room	
1:15	Individual interviews should be scheduled for all school council members • Tonda Dunn (Math Chair) • Douglas Gibson (English Chair) • Aletha Fields (Teachers's Union Rep) • Matthew Mota (Parent member) • Mary Callahan (Parent Atlernate) • Chris Perkins (Principal)	Assistant Principal's Conference Room 101	Diagnostic Review Team Members (working in pairs or as individuals)
1:30	Small group (3-5 persons) interviews should be scheduled for 1. Students • Principal's Advisory Board • Who's Who Recipients • Class Officers 2. Community partners (if any) • Family Resource / Youth Service Center (FRYSC) • Louisville Education Employment Partnership (LEEP) • Home-School Coordinator (Title V) • Iroquois Community School • ACE Mentor Partners	Library Conference Room Room 125	Diagnostic Review Team Members (working in pairs or as individuals)
2:45	"More-On Monday" weekly P.D.	Room 120	
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members

Tuesday January 15th

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	school and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)

	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
7:45	English 2 PLC	Room 203	
8:50	Freshman Academy English 1 PLC	Room109	
12:00	Biology PLC	Room 251	
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
1:00	Interview with Achievement Area 2 Assistant Superintendent • Amy Dennes	Principal Conference Room	
2:35	Focus Team Meetings	Engagement: Library CCR: Room 120 Citizenship: 113 RIPL: Room 200	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinne	Hotel Conference Room	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 • Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) • Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as though exceeding expectations and why. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		

Wednesday January 16th

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members

Time	Activity	Location	Participants
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
8:00	Citizenship & Engagement Focus Leadership PLC	Principal's Conference Room	
11:00 – 1:30	Final Team Work Session Examine • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative Next steps		Diagnostic Review Team Members
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team Members
1:00 – 1:30	**Complete KY 2011 Leadership Assessment Addendum**		Diagnostic Review Team
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Iroquois High School

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Iroquois High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
   The principal does have the ability to lead the intervention and should remain as principal of Iroquois High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Iroquois High School.

Principal, Iroquois High School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____